

**Summer Reading, grade 8
Summer 2016**

Texts to Read*

1. *A Break with Charity: A Story about the Salem Witch Trials*, by Ann Rinaldi
2. *I am Malala: How one girl stood up for education and changed the world*, by Malala Yousafzai

* *A Long Way Gone – Memoirs of a Boy Soldier*, by Ishmael Beah has been removed from the Summer Reading choices (on 7-11-16). If you already read it, please continue to follow through with Assignment #2. However, if you have not yet started your Summer Reading, please read the two texts noted above.

Assignment #1

A Break with Charity

- A. Before you read or during reading, define all vocabulary on page 3 of this instruction sheet. Use dictionary.com which is available via “My Playbook” or online. You may also use a dictionary if you like.
- B. As you read, log evidence of quotes or narration which shows how Susanna, the main character, was affected and changed by her life’s “journey” as she grew into a young woman. Make sure to include page numbers, as these pieces of textual evidence will become part of your essay when you get that far. A chart is attached in this packet of materials or you can make your own.
- C. As you begin to plan out your ESSAY, keep in mind that the entire essay should center on answering the following prompt:

How did Susanna’s journey through the time of the Salem Witch Trials determine her role in society? In other words, in what ways was SHE affected and changed by what was happening at that time? What makes US change and grow as we “travel” from one stage of our lives to another? How do our experiences make us who we are?

Why are there so many questions?! Do I have to address them all separately?

NO. The main goal is to show, through your writing, your understanding of how the main character was affected by her journey, and how we, as human beings, are affected and changed by our experiences. In other words, you will be making connections between the main character and your own life.

- D. Read through your chart(s) of textual evidence/quotes.
- E. Review the essay scoring rubric (attached).
- F. Start writing and see where it takes you. Do not worry about writing your THESIS STATEMENT first; just keep focused on how the main character was changed/affected by what was going on around her in the time period within which she lived and how it shaped her identity.
- G. Your essay should include minimally an introduction, three body paragraphs, and a conclusion. Within the body paragraphs, include a total of at least THREE quotes/passages from the reading that relate to the prompt.
- H. Your essay can be hand-written or typed. Either way, it should be double-spaced. If you are handwriting, use a blue or black pen and write on only one side of the paper. Miss Koch would like a hard copy of your writing if at all possible, or if necessary, send to kochnan@cpsboe.k12.oh.us. Mrs. Ehlers and Mrs. Jones will accept electronic submissions at ehlersj@cpsboe.k12.oh.us or joneshe@cpsboe.k12.oh.us

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Assignment #2

I am Malala: How one girl stood up for education and changed the world, by Malala Yousafzai

- A. As you read, make your own vocabulary list. This means, as you read, write down any words or terms you do not understand and then define them. Perhaps you will end up with a list of 15 words, perhaps 22 -- it depends on you! You will turn this list in in August 17.
- B. As you read, log evidence of quotes / narration / passages in a chart, similar to the one you used for the first book, which shows how the main character was affected and/or changed by their journey.
- C. Get CREATIVE with the big question of the Summer Reading (and Quarter One focus): How does an individual's journey through life determine their role in society? Pick one.
 - ❖ Make a visual collage including images, symbols, and words that show how the main "character" struggled, what they learned, and how their journey determined, affected, and/or changed their identity.
 - ❖ Write a poem inspired by the text which shows your understanding of how one's journey determines one's (future) path as we progress from one stage of life to another.
 - ❖ Write lyrics to a song (and ultimately perform it for the class in August) which relates to the text, prompt, and the fact that the main character's role in society changed because of their journey.
 - ❖ Create a timeline, storyboard or "flow chart" with words and visuals which shows the events which changed the life and determined the path of Main character.
 - ❖ Paint, draw, or consider 3D art to show your understanding of the prompt and text.

The essay, the vocabulary lists, the chart(s) with textual evidence, and the creative piece will make up your Summer Reading grade. Bring all items with you on August 17 when you return to school. Together, they will equal a substantial grade for English 8, Quarter One.

Ms. Koch, Mrs. Ehlers, and Mrs. Jones look forward to meeting you, reading your writing, and seeing (and hearing) what you have created over the summer.

Any questions? Contact any of the 8th grade English team

Miss Koch -- kochnan@cpsboe.k12.oh.us

Mrs. Ehlers -- ehlersj@cpsboe.k12.oh.us

Mrs. Jones -- joneshe@cpsboe.k12.oh.us

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A Break with Charity Vocabulary

befitting	defamation	oppressive
bemused	disdain	pagan
beset	distraught	papist
bespeak	exploits	privy
betray	foreboding	proprietor
calamitous	incarnation	recant
catalyst	infidelity	reprieve
concoct	insatiable	retaliation
confiscate	interim	rift
conjure	mayhem	steadfast
convictions	meddle	succumb
	minion	suffice

Scoring Rubric Terms:

- ❖ **Commentary** = your analysis, your opinion, your thoughts and connections. In other words, this term could be defined as your explanation of the way the facts, details, and/or examples in a paragraph or essay support your thesis
- ❖ **Thesis (statement)** = the driving force behind your essay; the one sentence in your introduction that sets up the entire essay; includes the three “elements” that you will discuss in your body paragraphs and then restate in your conclusion
- ❖ **To Embed** (quotations) = to not start or end with a quote in any given paragraph, but rather to set up / lead into a quote and follow it with an explanation and parenthetical citation
- ❖ **Transitional words/strategies** = words that link phrases, ideas, and paragraphs and ultimately help to make your essay flow nicely and one part to be connected to another
- ❖ **Parenthetical citation** = in general, the author’s name and page number, placed in parentheses, that references a quote or passage

English 8 Summer Reading 2016 – Textual Evidence Chart and Essay Scoring Rubric

Fill in this chart as you read. If it gets filled up or you do not have enough room to write, make your own. You will be turning this chart in along with your vocabulary definitions, essay, and creative piece as part of your Summer Reading grade.

Remember, the main prompt is: How does an individual’s journey determine their role in society?

<i>Direct QUOTE or specific PASSAGE which relates to the writing prompt</i>	<i>WHO said it and in what context is the passage found?</i>	<i>On what PAGE is this quote or passage?</i>

English 8 Summer Reading 2016 – Textual Evidence Chart and Essay Scoring Rubric

Scoring Criteria	Exemplary (4)	Proficient (3)	Emerging (2)	Incomplete (1)
<i>Ideas</i>	<ul style="list-style-type: none"> Maintains a focused thesis Develops ideas thoroughly with relevant supporting details, facts, and textual evidence Provides insightful commentary and deep analysis 	<ul style="list-style-type: none"> Responds to the prompt with a clear thesis Develops ideas adequately with supporting details, facts, and textual evidence Provides sufficient commentary to demonstrate understanding 	<ul style="list-style-type: none"> Has an unclear or unrelated thesis Develops ideas unevenly or with inadequate supporting details, facts, or textual evidence Provides insufficient commentary to demonstrate understanding 	<ul style="list-style-type: none"> Has no obvious thesis Provides minimal supporting details, facts, or textual evidence Lacks commentary
<i>Structure</i>	<ul style="list-style-type: none"> Has an engaging introduction Uses an effective organizational structure for a multi-paragraph essay Embeds three relevant quotations effectively and with corresponding page numbers Uses transitional words/strategies to create cohesion and unity among ideas Provides an insightful conclusion 	<ul style="list-style-type: none"> Has a complete introduction Focuses on one topic more than another and/or lacks a topic sentence in one paragraph Embeds three relevant quotations Uses basic transitional words/strategies to link, compare, and contrast ideas Provides a conclusion that supports the thesis 	<ul style="list-style-type: none"> Has a weak or partial introduction More than one paragraph is lacking a topic sentence Only includes one or two quotations and/or the quotations are not relevant Uses transitional words/strategies ineffectively or inconsistently Provides a weak or unrelated conclusion 	<ul style="list-style-type: none"> Lacks an introduction Has little or no obvious organizational structure, affecting the flow of the piece Lacks quotations (direct or indirect) Uses few or no transitional strategies Provides no conclusion
<i>Use of Language</i>	<ul style="list-style-type: none"> Consistently uses precise and sophisticated vocabulary Demonstrates command of the conventions of standard English, including a variety of syntax 	<ul style="list-style-type: none"> Uses precise and formal vocabulary Demonstrates adequate command of the conventions of standard English 	<ul style="list-style-type: none"> Uses simplistic and/or repetitive vocabulary at times Demonstrates partial or inconsistent command of the conventions of standard English 	<ul style="list-style-type: none"> Uses vague and/or simplistic vocabulary overall Does not show command of the conventions of standard English; frequent errors obscure meaning